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ABSTRACT

The Integrated Character Education model recognizes both the affective and cognitive factors involved in educating the whole child and ultimately the responsible adult. The basic question is how to transmit the values of a common heritage from one generation to the next, while supporting the personal development of youth. The goals of Integrated Character Education are to fulfill personal development goals such as physical and psychological health, positive self-concept, interpersonal skills, and responsibility and caring, and social goals such as upholding the social system, belief systems, and intellectual traditions and preserving the physical environment. The criteria that such a program must meet take the following form: (1) character develops through responsible action, so the curriculum must allow students to confront meaningful questions, and become involved in activities and actions to implement their solutions; (2) character develops through interaction so the curriculum must focus on interactions with the moral and ethical dimensions of the social, cultural, and ecological environments; (3) character integrates the whole personality so school should provide ample activities for the development of a strong sense of identity; and (4) character involves consistent patterns of action so curriculum should help students commit themselves to a set of positive values and to act on them consistently. Two key principles for implementing Integrated Character Education are the recognition of character education as part of every subject and the community and school as partners. Other principles uphold the importance of a positive classroom environment and recognize that empowered teachers are best equipped to carry out the goals of character education; that such education is encouraged through administrative policy and practice; and that character education is action education. (DK)

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Integrated Character Education

Kenneth Burrett and Timothy Rusnak

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Series Editor, Derek L. Burleson

Integrated Character Education

by
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and
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Introduction

In 1980 a group of international scholars met to examine issues related to the acquisition of values and moral development in cultures worldwide. Out of that meeting came the formation of the Council for Research in Values and Philosophy. The council established research teams to explore the value traditions of Western, Latin, Asian, and African cultures. These teams set out to learn how values are developed in individuals as well as transmitted across generations.

The council's efforts resulted in a three scholarly volumes that provide the foundations for what we call Integrated Character Education, the topic of this fastback. These works address the philosophical, psychological, and educational dimensions of how values are acquired and transmitted. In the first volume, *Act and Agent: Philosophical Foundations for Moral Education and Character Development* (Ellrod et al. 1986), a team of philosophers explore the concept of personal growth within culture. The team focuses on the integration of such previously separated dimensions as intellect and will, knowledge and affectivity. This perspective provides a framework for reflection on the dynamics of personal growth with implications for education.

A second volume *Psychological Foundations of Moral Education and Character Development* (Knowles and McLean 1986), focuses on psychological research in moral development. Included are considerations of affectivity, especially those emotions judged to be most closely associated with morality. It makes the connection between emotions and cognition and focuses on both behavior and self-

regulatory systems as a basis for character development. Further, it details the impact of environment on the individual, as well as a person's deliberate actions to influence that environment. The "acting person" is seen as the mechanism for achieving personal integration, which leads to character development. Personal growth is seen as a function of knowledge, emotion, and environment. It occurs in developmental stages as follows:

1. Ages 1 to 7: development of a sense of hope (openness and trust), autonomy, and imagination.
2. Ages 7 to adolescence: development of competence (beyond simply skill and technique) in the expression of self and of harmony with one's physical and social environment.
3. Adolescence: development of consistency and of fidelity predicated on a combined sense of ability and commitment.
4. Adulthood: development of a sense of justice, also love, care, and wisdom.

The third volume, *Character Development in Schools and Beyond* (Lickona and Ryan 1992), examines how the philosophical and psychological theory of character development can guide what is done in schools. It submits that: 1) cultural values are not simply relative or arbitrary but are clearly and objectively imbedded in our common cultural heritage; 2) current approaches to moral education fail to consider the connection between knowledge, feeling, and action; and 3) education can support cultural transmission and character development.

The Center for Character Education, Civic Responsibility and Teaching, established in the School of Education at Duquesne University in 1987, was selected to translate the philosophical and psychological theory undergirding character development into school practice. The center's work is is carried out through annual summer workshops for teachers and expanded graduate and undergraduate courses at the university.

Integrated Character Education is founded on solid and well-researched principles of psychology and philosophy. The implementation model that has been developed demonstrates how administrators, teachers, community leaders, and parents can work together to foster character development in our youth.

To understand Integrated Character Education, it is helpful to see it in the context of earlier efforts in character education in the history of our nation. This is the focus of the next chapter.

The Tradition of Character Education in America

Character education, whether defined as ethics, citizenship, values, or personal development, has long been part of American education. In Colonial times necessary skills and knowledge were taught in the context of social expectations. Curriculum materials underscored the importance of relating content to community expectations. The *Hornbook*, for example, contained the Lord's Prayer, which children were expected to memorize. Later, the *New England Primer* taught basic skills necessary for a "proper life and eternal salvation." The alphabet and reading skills were presented using ample references to social and religious maxims. Thereby, students were prepared to participate in the economic, social, and cultural life of the community. This approach continued throughout the American Colonial period and well into the 19th century.

The recurring reliance on schools for the socialization of children was again demonstrated when Europeans emigrated to America in great numbers in the 19th century. They brought with them their religious, language, political, and social traditions, which were different and thus suspect by those who were established and in control of both the politics and economy of the nation. Those in control looked to the schools to provide a curriculum that would shape the "character needs" of this new citizenry. For example, the *McGuffey Readers*, first published in 1836, systematized reading instruction. In the second-level edition, the preface notes: "Careful attention is paid to

develop the character of each student through selected stories." Some of the stories were: "The Good Boy," "The Good Girl," and "My Country." The intent, as conveyed by the titles, was to prepare the new immigrant students to choose responsible action in their new roles as American citizens.

Using many of the ideas espoused by Horace Mann, Henry Barnard was a primary shaper of the schools of this era. Barnard advocated extensive training in civic values but perhaps is most noted for his advocacy of transmitting American values in schools through the common denominator of the English language and through the teaching of a common cultural perspective. At the same time, many religious groups (particularly the Catholic Church) established schools in their churches and communities. Curricula often emphasized preservation of cultural traditions, especially religion and language. A typical school day included instruction in catechism, the native language, and social customs.

The rise of American public schools, coupled with that of private/parochial schools, underscores the importance our ancestors placed on achieving socialization goals through the schools. Rapid changes in American society in the 19th century continued to influence the course of education. However, true to its Puritan roots, America's concern with cultural development and general societal goals strongly influenced the curriculum and school practices.

Education for Virtue

By the early part of this century, schools were beginning to develop curricula that emphasized commonly accepted virtues, such as self-control, reliability, and duty. A popular middle-grade reading series, for example, featured three selections at the beginning of the text, which were intended to set the tone for the ensuing school year. The selections were: "Achievement" by Thomas Carlyle, "If" by Rudyard Kipling, and "A Man's Task" by Robert Louis Stevenson. Often students were required to memorize these works. Often mottos carved

over the entrance of school buildings underscored this emphasize on the "virtuous" life.

The Progressive Education Movement advocated the concept of social reconstruction. Based on the notion that schools could reform society, progressivism gained momentum during the Great Depression period. This child-centered movement advocated the needs of the child; thus personal growth was a prime concern. This approach called on schools to affect the social order by emphasizing democracy, citizenship, and ethical character.

After World War II, the concern for virtue was reflected in the "Dick and Jane" readers, which exemplified a particular way to act, talk, and dress. The newly emerging electronic media exalted the perfect family, the perfect occupation, and the perfect way of life. This idealistic approach assumed supportive parents, friendly neighborhoods, and active community organizations. The school strived to nurture conformity in children by insisting on clear sets of do's and don't's. Character development was associated with patriotism. Soon, however, international and domestic developments would disrupt this "perfect system."

Uncertain Times

The civil rights movement and the Vietnam War created deep social unrest, calling into question many traditional values. The schools, reflecting the tumultuous state of society, became more sensitive to the complexity of values in a pluralistic and changing society. Differing views emerged as to how we should be teaching values and ethics in our schools.

The values clarification approach employed intriguing group-process techniques, such as the "Magic Circle" and the "Fishbowl." Teachers encouraged children to express their values, feelings, and beliefs. This was to be carried out in a secure environment of sharing and caring, with the focus on personal concerns. The premise was that as students interacted, they could express their own values while respect-

ing those of others. However, critics charged that this approach focused too much on individual rights and feelings, to the neglect of societal responsibilities and of transmitting cultural traditions across generations.

Another, more sophisticated approach, called Cognitive Moral Development, engaged children in examining a problem that presented a moral dilemma. Led by a specially trained teacher, group discussions of these moral dilemmas were intended to make students think more altruistically. The theory underlying this approach is that there is a developmental sequence or stages of moral growth in each student. The embodiment of this model is the "just community," a school environment where teachers and students share decision making. This approach assumes that moral development is a function of cognitive deliberation, and it focuses on growth through the resolution of moral dilemmas.

Looking to the 21st Century

Character or values education continues to be as much a concern today as in any other period in our history. For example, a major theme of the 1992 presidential campaign was "traditional family values." Professional organizations, such as the Association for Supervision and Curriculum Development, have stressed the ethical development of children. States have adopted curriculum guidelines that address the broad goals of character education. Many schools and districts are developing their own curricula in character education.

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What Is Integrated Character Education?

The Integrated Character Education model holds great promise as a means of fostering character in our youth. It recognizes both the affective and cognitive factors involved in educating the whole child and ultimately the responsible adult. The basic question is how to transmit the values of our heritage from one generation to the next, while supporting the personal development of our youth. To answer this question requires us to consider the nature of character education, including its goals and program criteria.

The Nature of Character Education

The terms, *ethics, moral, values*, and *character*, although carrying slightly different connotations, derive from a common tradition. Ethics refers to the study of and teaching about right and wrong, especially as defined in the philosophical traditions of our culture. Moral refers to personal behavior and also covers a group of concerns dealing with duties and responsibilities involving choices among value-laden issues. Values are general ideals individuals hold that determine their choice of action. Character describes a person's organized set of beliefs and values that influence actions related to ethical decisions.

These definitions are reflected in the various approaches to character education. Ethics education implies helping students resolve choices relating to ethical decisions. Values education emphasizes identifica-

tion of fundamental principles or ideals guiding human activity. Moral education is concerned with development of judgments about what is right and with caring deeply about doing right. Character education is concerned with transmitting those cultural traditions that contribute to personal maturation.

The controlling principle of Integrated Character Education is its emphasis on the affective dimension of learning and decision making. The cognitive processes involved in decision making are inextricably linked to affective factors. Self-identity, commitment, and willingness to act ethically lie on the affective side of character. These affective dimensions of character represent the bridge between knowing and acting. Willingness to act on convictions becomes the integrating component between knowledge and feeling and promotes the growth of character.

Character is commonly defined using such terms as integrity, honesty, courage, sincerity, and truthfulness. If these qualities are practiced consistently, they are referred to as virtues. The Integrated Character Education model agrees in general with these popular definitions but holds that character is acquired. And since character is acquired, it can be fostered through education in the home, school, and community. It is the responsibility of educators to provide those conditions that are conducive to helping students confront problems, propose solutions, and then take constructive action. The Integrated Character Education model is based on the premise that individuals may choose and are responsible for their choices. Acting on choices validates character growth.

Goals of Integrated Character Education

Integrated Character Education is concerned with preparing youth to address life's moral and ethical problems, with the ultimate goal of developing mature adults capable of responsible citizenship and moral action. This is achieved through fulfilling personal development goals and social goals. Personal development goals include phys-

ical and psychological health, positive self-concept, interpersonal skills, and demonstrating such qualities as being responsible and caring. Social goals include upholding the social system, belief systems, and intellectual traditions and preserving the physical environment.

Criteria for Character Education Programs

The Integrated Character Education model views student learning as having both cognitive and affective dimensions. Therefore, character education programs must meet certain criteria if they are to address both these dimensions. These criteria are explained below.

1. Character Develops Through Responsible Action

If good actions contribute to character development, then the educational setting should provide more than cognitive involvement with moral and ethical issues. The curriculum must allow students to confront meaningful questions in the school and community, to propose imaginative solutions, and to become involved in activities and actions to implement those solutions wherever feasible.

2. Character Develops Through Interaction

Students develop character through interaction with peers, teachers, and community members. While society shapes the individual, each individual has the capability of shaping society through moral action. The character education curriculum needs to focus on interactions with the moral and ethical dimensions of our social, cultural, and ecological environments.

3. Character Integrates the Whole Personality

The Integrated Character Education model supports the student in developing a strong sense of identity, which is the mainspring of moral commitment and action. The school should provide ample activities

and experiences designed to foster moral and ethical growth, involving both the cognitive and affective dimensions of self.

4. Character Involves Consistent Patterns of Action

Psychologists tell us that one indicator of character is consistency in behavior over time and in different settings. The character education curriculum should be designed to help students commit themselves to a set of positive values and to act on them consistently.

The foregoing criteria stress the development of the whole person and interaction with the total environment. It follows then that character education should be a function of the total school curriculum. It must be fused with the academic curriculum, the extracurricular programs, and the administrative and social system of the school. It also means involving the family and community in creating a supportive environment for character development. Above all, Integrated Character Education must allow for active student involvement, for opportunities for personal growth through integrating the affective and cognitive dimensions of self, and development of commitment to a set of values that lead to consistent behavior and actions.

Six Key Principles for Implementing Integrated Character Education

Using the theoretical foundations and the program criteria described above, educators involved in the Integrated Character Education approach have identified six key principles that serve to guide implementation of character education in the classroom:

1. Character education is part of every subject, not just another subject.
2. The school and community are vital partners in the character education of youth.
3. A positive classroom environment supports character education.
4. Empowered teachers are in the best position to carry out the goals of character education.
5. Character education is encouraged through administrative policy and practice.
6. Character education is action education.

These six principles, taken together, serve as the basis for implementing an effective character education program. Each is discussed more fully below.

Character education is part of every subject, not just another subject. Character education includes those parts of every subject that uphold our cultural traditions and help youth to develop as functional

members of adult society. Character education is not an "add-on." It is part of the academic learning of each student.

While teachers typically have specific objectives for each lesson, they often overlook potential character education content in the lesson. For example, while reading a selection of literature, students not only learn about the plot, setting, and point of view but also might examine the value of justice as reflected by the decisions of a central character. Interpreting the character's motive, intention, or reaction to the human condition through discussion or role playing gives deeper meaning to the reading selection and encourages the development of empathy.

One reading teacher indexes the stories she assigns by themes, such as honesty, fairness, justice, or respect for others. In planning lessons, she incorporates these themes into her teaching objectives and uses such instructional approaches as cooperative learning, whole language, or conflict resolution to get her students to interact with the ideas inherent in the stories. Thus character education becomes part of reading instruction.

Character education need not be confined to only the obvious subjects, such as literature or social studies. In one school a math teacher uses math activities that also have a social issue imbedded in the activity. For example, in learning how to construct graphs, the teacher uses data on recycling. As the students learn to graph the data, they also are given time to reflect on and discuss their individual responsibility in preserving and protecting the environment. This integrated approach combines mathematical operations with an exploration of individual responsibility for a serious ecological problem.

By analyzing each subject in the standard curriculum, teachers can identify concepts or ideas that can be incorporated into character education strands. As these ideas are systematized, themes will emerge that can become the basis of Integrated Character Education. Following are some typical themes supporting character development that cut across school subjects.

Personal Development Themes

self-identity	courage
health	conscience
sexuality	competence
friendship	fidelity
compassion	caring
self-respect	love
respect for others	decision making

Social/Cultural Themes

parent relationships	democracy
sibling relationships	freedom
religious beliefs	racism
human values	pollution
civic responsibility	global warming
civil rights	deforestation

Themes are imbedded in curriculum content. Where possible, the themes selected should be those commonly found in several subject areas. For example, the theme of decision making cuts across several subject areas. In science, mathematics, and technical subjects, themes can be generated by showing how the subject relates to the human condition in modern society.

Teachers and curriculum developers can support character education through:

- reviewing instructional material for themes relating to personal development and referencing such materials to specific learning objectives;
- reviewing national, state, and local documents for statements of goals relating to personal and social/cultural development;
- constructing a chart of ideas or concepts in various subjects that are focused on character themes;

- selecting teaching methods and activities that involve students in the process of reflection about moral/ethical issues;
- teaching lessons that integrate character education with the content being taught;
- evaluating student learning for evidence of understanding of and personal growth in matters of character.

The school and community are vital partners in the character development of youth. In the not-too-distant past, people lived and worked together in close-knit communities. The grocer was your friend; the policeman lived across the street. And who could forget the milkman who knew everyone on the block? At the heart of this community structure was the family. Often grandparents lived with the families. Newlyweds moved in with parents until they could afford their own place. Aunts, uncles, and cousins lived nearby and were part of the extended family.

Strengthening community ties were a constellation of organizations, often church-related, that brought people together and emphasized common values. Likewise, a number of social organizations also contributed to community life, collecting money for the poor, distributing food for the less fortunate, and aiding the disabled. Involvement with such organizations was part of living in a community. Leaders of these organizations were held in respect.

Schools also were an important thread in this social fabric. They provided a common experience for children growing up together. Teachers lived in the neighborhood and often taught two generations of the same families. There was a sense of security in the community with teachers and family providing clear expectations for the young.

Times have changed. Today our young are more likely to move away from the community. In many communities, social organizations have ceased to exist because of lack of interest. We travel to visit family, travel to work alone, travel to recreation, travel to go shopping, travel to worship. And often our children have to travel outside the community to go to school.

Now the schools are expected to fill the social vacuum resulting from a transient society. These expectations range from providing health care, hot meals, and personal counseling to personal hygiene and character guidance. Previously these functions were the responsibility of the family or community organizations. Now they have been assumed by the school – often with little involvement of parents and the community.

While there is no going back to the old ways, there are ways to bring schools and the community closer together. A major premise of Integrated Character Education is that schools and communities must cooperate in developing expectations for children and youth. When schools and communities work together, it builds strong personal ties and helps all citizens to be aware of their rights and responsibilities.

An example of this kind of cooperation is found in a school district near Pittsburgh, Pennsylvania. Not long ago this area consisted of several small communities, each with its own school system. The communities ranged from ethnic, blue-collar neighborhoods to a new suburban development and also included the wealthiest community in the Pittsburgh metropolitan area.

Predictably, with school district consolidation, many of the older neighborhood schools were closed and new facilities built. Children who once walked to school now were bused out of their neighborhoods. Some parents were bitter as they saw "their school" being abandoned or converted to apartments, a warehouse, or a nursing home. It was a difficult time for everyone.

A few years later, a new administrative team in the consolidated district recognized the need to bring together the communities they were serving. The team met with leaders representing school, religious, and community organizations to map a common strategy. Their first action was to establish a Citizens Advisory Committee, whose purpose was to bring a voice and a sense of equity to all communities in the district. Later the committee was strengthened by adding teams of teachers representing each school building in the district.

This alliance of citizens, school administrators, and teachers has addressed several substantive issues, including discipline, long-range planning, and curriculum improvement. More recently, the Citizens Advisory Committee has supported the development of an ethics education component in the curriculum. Through the efforts of this committee, the communities served by this school district have come closer together. They have developed some common purposes, which are reflected in the district's mission statement. It reads:

> Our mission, supported by a commitment to excellence, is to educate citizens who can reach in for ethical behavior, reach up for quality, reach another for service, reach together for the good of the whole, reach each other for mutual respect, and reach out for lifelong learning. Such citizens can change a nation.

This mission statement guides district policy. It is displayed prominently near the entrance of every school building in the district for all to see and serves to remind students and parents of the schools' high purposes and of their role in achieving those purposes.

Another example of a healthy school-community partnership is found in a small elementary school in Pittsburgh. At this school, teachers, students, and parents work together in a series of evening and after-school activities. Sponsored by the PTA, these activities range from parent-teacher-student talent shows to such schoolwide activities as picnics, skating parties, plays, and a carnival. Any monies collected from these activities are reinvested in school activities and occasionally to buy equipment.

The organizational structure of this K-8 school also lends itself to building community ties. Students are grouped in multi-age clusters: grades K-2 for the primary division, grades 3-5 for the intermediate division, and grades 6-8 for the middle school. Because children have homeroom and most subjects with the same teacher for three years, the student-teacher-parent relationship is personal and family-like.

This private, nondenominational school draws students from as far as 20 miles away. It demonstrates how active participation by par-

ents who share common beliefs can build a sense of community in a school, even when the students come from a large geographic area.

What schools can do to foster parent-community participation:

- establish PTA and other parent-interest groups as a means of promoting community and parent involvement in schools;
- maintain frequent communication with parents;
- invite parent volunteers to accompany field trips or to serve as teacher or library aides;
- promote community or chamber of commerce days in school;
- invite community groups that support worthy causes to speak to students;
- sponsor programs to help parents better understand their children and the curriculum;
- open the school to community organizations during after-school hours;
- arrange with a community group to award a "student of the month" certificate;
- make the school a "beehive" of activity in the community.

A positive classroom environment supports character education. Teachers must attend as much to the instructional process as they do to the content being taught. How children are taught should model the ways in which we want them to act and behave. For instance, teaching methods and activities can be designed to foster group-process skills, analysis of personal values, creativity, inductive reasoning, and development of empathy.

A review of the curriculum will indicate which teaching methods are appropriate to achieve Integrated Character Education goals. For example, the goal of working cooperatively with others might best be achieved by using cooperating learning methods. In cooperative learning, students are given a task; they then make a plan for carrying out the task and divide the task into jobs for which group members assume responsibility. They critique each other and offer help

if needed and conclude with a group report or presentation. Such an approach provides for disciplined inquiry and reflection, offers practice in group skills and democratic processes, and encourages individual responsibility as well as respect for each other.

Classroom teachers can promote a positive classroom environment through:

- making a positive classroom environment an instructional priority;
- assigning small-group work to promote team building;
- using teaching methods that promote social learning skills, such as cooperative learning;
- interacting with students in ways that respect student input;
- using peer teaching activities.

Empowered teachers are in the best position to achieve character goals. In schools where the the textbook is the curriculum and the administration is obsessed with structure and adherence to rigid practices, teachers have little leeway for innovation and creativity. By contrast, empowering teachers means giving them the autonomy to control instruction and curriculum. With Integrated Character Education, teachers must be empowered to address the affective dimension of learning and to pass on our cultural values and heritage to the next generation.

An example of empowerment is a program developed by a fourth-grade teacher in a school in a small coal-mining town near Pittsburgh, Pennsylvania, which had rapidly been transformed into a suburban community. She called the program "Grandparents' Day." It involved inviting the grandparents of her students to school to share their life and work experiences as well as other memorable moments in their lives. This simple event generated so much enthusiasm among the students and faculty that it was expanded into a schoolwide experience.

This program demonstrates what can happen when an empowered teacher uses older citizens in her community to pass on their rich her-

itage to the young. Some of the qualities exhibited by these older residents were self-sufficiency, loyalty, honesty, and a strong work ethic; and the teacher emphasized these qualities in discussions with the children.

Grandparents' Day brought many benefits to the school and community. First, it rekindled a sense of community among these older citizens who were given the opportunity to contribute to the children's learning. Several agreed to serve as volunteers in the school. Second, it made the children aware of their heritage and of the common values that guided the lives of their grandparents. For weeks after the event, the children discussed with pride the stories their grandparents had told them. Third, it helped to instill pride in the school and community. (One follow-up activity was the school's sponsorship of Environmental Awareness Week.) Finally, it stimulated new ties to the community. Local service organizations became active in school programs.

Another example of teacher empowerment is in a Pittsburgh area district where faculty take responsibility for their own professional development. With the support of the administration, the teachers organized into grade-level teams. They meet weekly to discuss student progress and to arrange their teaching schedules. The teachers also are encouraged to work in professional organizations. On any given week, several teachers may be out of the building working on professional activities, with their classes covered by pre-arrangement with a member of their teaching team.

This system, which has been in place for more than 15 years, has empowered many teachers to take on leadership roles in local, state, and national organizations. Others have been guest lecturers in local universities and have carried out innovative programs with nearby schools. The teachers report that through empowerment they are better teachers, they have a more positive attitude about the teaching profession, and high morale pervades their school.

When teachers are empowered, they are able to integrate meaningful discussions of character and culture throughout the curriculum and to engage students in purposeful action.

To become empowered, teachers should:

- become involved in curriculum projects by serving on committees and forming special-interest groups;
- take leadership roles in their schools;
- become active in local, state, and national professional organizations;
- subscribe to and read professional journals;
- communicate often with parents to let them know what is going on in the classroom;
- publicize special school programs to let the community know what the school is doing for children;
- work with administrators, teachers, and parents on implementing character education in the school;
- develop a personal professional growth plan;
- become involved in community activities, attend school board meetings.

Character education is encouraged through administrative policy and practice. Just as teachers must serve as role models for character growth in their students, so must administrators institute policies and practices that support character growth. Some of the ways administrators can do this are: 1) incorporating the goals of Integrated Character Education into all written documents they prepare, thus legitimizing instructional practices used to foster character growth; 2) modeling desirable behavior to serve as an example for others; 3) creating a total school climate that supports the goals of character education.

In one district, the administration decided to incorporate character education goals into its long-range planning process. This process involved a series of meetings with input from teachers, parents, stu-

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dents, community organizations, and community leaders. The outcomes of this process included a behavior code for administrators, a guide for instructional practices that involve students in decision-making and project activities, a community-relations plan, and a plan for coordinating all student programs to be consistent with district goals.

One example of coordinating student programs to be consistent with district goals was making the in-school suspension program a part of the district's character education program. Students under in-school suspension participate in sessions conducted according to the principles of William Glasser's Reality Therapy. These sessions are designed to promote personal development and responsible behavior choices. Thus in-class suspension becomes a formal class in character education, which is directly related to district goals.

Administrative policy and practice is a vital component of Integrated Character Education and can be carried out in the following ways:

- include character education in district and school long-range planning;
- include the goals of Integrated Character Education in written documents disseminated by the district, such as curriculum strands, district goals, discipline policy and student behavior codes, and staff-development publications;
- practice administrative leadership styles that model desired behavior patterns;
- design communitywide programs to support character education.

Character education is action education. Integrated Character Education involves students in discussion and reflection that ultimately lead to worthy actions. Reflection followed by worthy actions enables students to mature into morally responsible individuals.

Student action may occur at any grade level and takes many forms. For example, a private high school requires all students to participate in a community service project. This service might be working

with youngsters in child-care centers or volunteering in agencies that serve abused spouses and children. A public high school sociology course includes a requirement of collecting and distributing food and clothes to needy families. A middle school, after studying a unit on ecology, "adopted" a small park that borders the school. In an elementary school, children write letters to and visit the elderly residents at a nearby nursing home. The nursing home residents reciprocate by sharing their knowledge and life experiences with the children.

Integrated Character Education combines knowledge and affect with positive action. Teachers can promote growth in character through action by:

- sensitizing students to value issues through role play and creative drama;
- having students take the opposite point of view in discussions;
- promoting higher-order thinking about value issues through appropriate questioning techniques;
- arranging action-oriented projects that relate to curriculum themes;
- involving students in planning and organizing the projects;
- using parents and community members to assist in the project, thereby showing students how adults volunteer for altruistic purposes;
- highlighting examples of class and individual cooperation in serving the school and community;
- making student service projects visible in the school and community.

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Conclusion

The Integrated Character Education model focuses on the whole person and pervades a person's total environment. It cannot be achieved with an occasional lesson on ethics or values. It requires a learning environment that takes into account the six principles discussed in the previous chapter.

The next millennium will bring many perplexing problems associated with changing family structures, an aging population, and protecting the environment, to name but a few. Addressing all of these problems is the challenge of character education. Therefore, Integrated Character Education must become an overriding goal of education.

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